



COMPETÊNCIAS DE LECIONAÇÃO EM EAD

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Plan

01 Past &
Reflections

03 Evaluation

02 Competencies

04 Future





Existing Issues

- ▣ Same quality as face to face?
- ▣ “Strange birds”
- ▣ Associations for research and sharing
- ▣ Private investments and organizations
- ▣ HoloniQ (Global Education Market Intelligence)
- ▣ E-learning or learning? – European University Association study
- ▣ Public image
- ▣ European Commission – ODL Liaison Committee



Significant Issues

- Access to digital tools
- Social networks
- MOOCs
- Promoting online training opportunities for the workforce in Europe
 - AI, equality, social inclusion, better and greater learning opportunities
 - Upskilling and reskilling
 - LLL
 - Employability



Current

- Transposing f2f scenarios
- Repository of materials
- Little training for teachers and trainers
- Generic advices for all
- Forced mobilisation
- No clear rules
- Lack of norms and regulations
- Students, staff, teachers, administrators



Some examples

- Community of practioners (Guild)
- Forum and sharing
- Cheaper?
- Equal value?
- Digital competency for teachers and learners
- Platforms to share
- EDEN webinars!

EU3Digital – Framework of Digital Competences

- Framework of Digital Competences for Third Sector Organisations (TSOs) and Social Enterprises (SEs) - <https://eu3digital.com/>
- 1. Digital Tools
 - 1.1. Identify digital needs and functions of the organisation;
 - 1.2. Identify, assess, procure and maintain appropriate hardware and software
 - 1.3. Gather, manage and analyse data to further social mission
 - 1.4. Track and act on the potential impacts of current and upcoming tools
- 2. Operational effectiveness
- 3. Organisational culture and leadership
- 4. Ethical practices
- 5. Participation and connection

Teaching Online Competency framework

- Need to perform online **without proper** training.
- Not **enough** to place materials on the web or use Zoom!
- Teacher online ?
- CALOHEE (www.calohee.eu) - "Guidelines and Reference Points for the Design and Delivery of Degree Programmes in Teacher Education", Julia M. González Ferreras and Maria Yarosh



Reference Framework of General Descriptors of a Bachelor Programme,

Knowledge (K)

Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles

Skills (S)

Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study

Autonomy and Responsibility (A)

Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts



1. Knowledge management and creation

- Advanced knowledge of **major conceptual elements** required of an online teacher as knowledge manager and creator. (K)
- Ability to develop **different types of thinking** and apply these to different situations determined by online, curricular, pedagogical and policy needs. (S)
- Capacity to **envisage consequences** of position taking and commitment to act with intellectual consistency. (A)



2. Design and management of processes of learning, teaching and assessment

- Knowledge of **online management** and digital content and format design and enhancement: teaching, learning and assessment processes. (K)
- Ability to evaluate and select **appropriate techniques and strategies** of online management and content syllabus enhancement: teaching, learning and assessment processes. (S)
- Capacity and commitment to ensure that the different elements of the online course contribute to the development of **desired learner profile** (A)



3. Learner empowerment, potential and creativity

- Advanced knowledge of theories, strategies and tools in online context that can support learner empowerment, and development of learner fullest potential and creativity. (K)
- Ability to apply theories, strategies and tools in online context that can foster the development of the fullest potential and creativity of each learner. (S)
- Capacity and commitment to contribute to maintenance of online contexts of engagement with each learner holistic growth and development. (A)

4. Values and social leadership

- Advanced knowledge of **different value systems** and of how to identify and promote those which can foster the fulfilment of the online teacher's professional mission. (K)
- Ability to identify and implement online approaches and actions required to address the **social needs**; ability to analyse consequences of different value choices and to **manage diversity**. (S)
- Capacity and commitment to build a sense of **social responsibility** in the choices made at personal, professional and contextual levels and act on needs and potentialities identified. (A)



5. Communication

- Advanced understanding of different critical elements, methods and tools for **communicating at online** level, as well as in groups and society as a whole. (K)
- Ability to identify and apply resources for improving online communication at different levels, as well as stay **upto-date** with digital developments. (S)
- Capacity and commitment to foster **transparency and responsibility** in online interactions, in teams and groups, as well as in social media. (A)

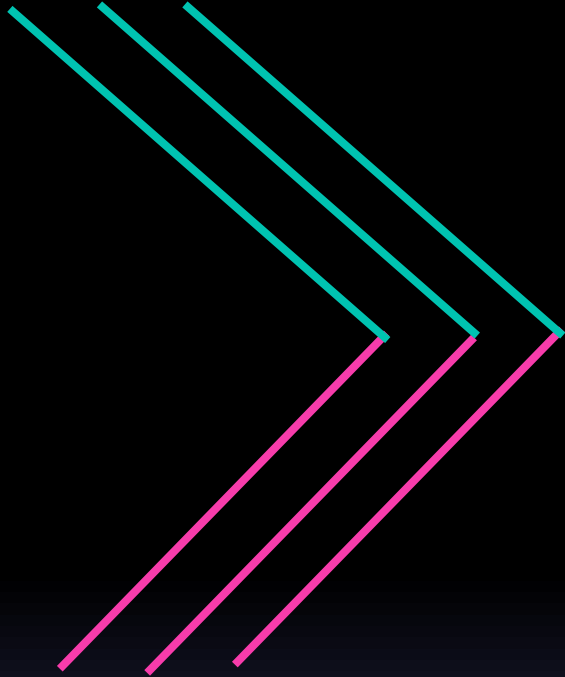


6. Development as online professionals and life-long learners

- Advanced knowledge of sources, tools, mechanisms and main digital trends of personal and professional **updating**. (K)
- Ability to critically examine applied educational research and improve own practice following **evidence based approaches**. (S)
- Capacity and commitment to act as a critically reflective member of an international online **teaching community** that values evidence-based practice. (A)



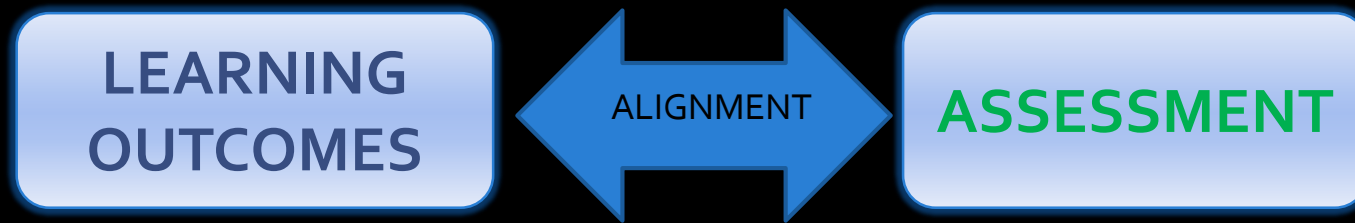
Evaluation



“Assess is a form of the Latin verb *assidere*, meaning “to sit with.” In an assessment, one sits with the learner. It is something we do with and for the student, not something we do to the student.”

— G. Wiggins, cited in Joan Green, 1998, [Authentic Assessment: Constructing the Way Forward for All Students](#)

TALOE – Time to Assess Learning Outcomes in E-learning



*What do we
hope students will learn?*

*How do we know that
they have learned?*

Simple problem...?





The first step is to describe your Learning Outcome

[About TALOE Webtool](#)[Ask for Assessment Advice](#)[Writing Learning Outcomes](#)[Assessment Methods](#)[Case Studies](#)[Help](#)

Ask for Assessment Advice

Step 1: Choose the learning outcome you want your students to achieve. You can write the learning outcome in the box below.

Insert the description of Learning Outcome here

Step 2: Please select from one or more of the tabs below the verb or the verbs (maximum 3) that better describes the Learning Outcome:

Remember

Understand

Apply

Analyze

Evaluate

Create

- ☐ Recognizing – Locating knowledge in long-term memory that is consistent with presented material
- ☐ Recalling – Retrieving relevant knowledge from long-term memory

Check assessment methods

- **Behaviour:** Experience in China
<https://www.techspot.com/news/74719-chinese-school-using-facial-recognition-analyze-students-emotions.html>
- China has high schools using AI technology to monitor students' facial expressions, letting teachers know what emotions the students are experiencing.
- Hangzhou No. 11 Middle School is experimenting the tech as part of its "Smart Classroom Behaviour Management System." The three cameras placed above the blackboard analyse pupils by scanning them every 30 seconds and determining if they're happy, confused, angry, surprised, fearful, or disgusted. They are also designed to log six types of student behaviours: reading, writing, hand raising, standing up, listening to the teacher, and leaning on the desk.

- Simulation: Construction Safety using Immersive Reality

<http://csetir.civil.auth.gr/>

- Simulation as training and education facilitator
- Possible use in certification
- Adjusted to each situation
- Standardising of training possible
- Adjustable to existing budget
- Use on site or on training facility
- Possibilities are immense ([Fulmax](#))

- **AI and learning:** Teaching Commons

<https://teachingcommons.stanford.edu/resources/teaching/evaluating-students/assessing-student-learning/artificial-intelligence-assessment>

“In AI assessment, a software system infers problem-specific rules for automated scoring from examples of instructor grading of student assignments.

AI techniques are applied to learn how an instructor grades a problem. The instructor evaluates a sample set of student responses, and the system creates a computer model incorporating rules it inferred about the instructor’s grading decisions. The model is then used to grade other students’ work.

The strengths of AI assessment are efficiency, consistency in applying the same criteria across students, and immediate and detailed feedback on performance.”

- Lifelong learning online achievements
- <http://microcredentials.eu/>
 - Digital badges
 - Indicators of skills or competencies
 - Towards a credential
 - Cumulative
 - Continuing Professional Development
 - Security: Block-chain
 - Recording formal, informal and non-formal learning

4. Future

- Data, tools and communication with learners will improve education.

Universal
Accessible
Dialogue
Information
Personal

4. Future

Inequality

One size does not fit all

Graphic

Verbal

Sinestesic

Kolb learning styles



4. Future

Training

Dedicated Support

Time or Money incentives

Student workload

Accreditation/quality

Proper LOs



4. Future

Community and Fora

Cheaper?

Equal value?

Digital competency to teach and learn

Platforms to share



4. Future

Content simplified

Summative assessment + feedback

Deconstruct f2f didactics

Role of universities – recognition



4. Future

Personal learning environment

Authentic learning

Research and innovation

Policy makers

Inclusion, diversity



Thank you!



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